Original Paper | Volume 3 | Issue 6 | February 2016

International Journal of Informative & Futuristic Research ISSN: 2347-1697

Educational Media Awareness Among The Higher Education Teachers-An Analysis

Paper ID	IJIFR/ V3/ E6/ 017	Page No.	1919-1926	Subject Area	Education

Keywords Educational Media, Educational TV, Educational Radio, Community Radio, EDUSAT, Multimedia, The New Media Web, E-Learning, M-Learning, ETV, Arts And Science College Teachers, EMAQ, Higher Education Teachers

P. Pachaiyappan

Assistant Professor,
Department of Education,
GRT College of Education, Thiruttani
Tamilnadu (India)

Abstract

The main objectives of the study is to find out the educational media awareness among the higher education teachers with respect to gender, age, academic stream, teaching experience and type of institutions. Survey method was adopted for the present research. Educational Media Awareness Questionnaire (EMAQ) was constructed and standardized by the Researcher. Random sampling technique was used for collecting the data. The study was conducted 140 Arts and Science college teachers working in Government, Govt. Aided and Self-financing institutions in and around Chennai. Statistical techniques such as Mean, S.D, t-test, ANOVA were used. The major findings of the study are: 1) The science teachers have greater educational media awareness compared to arts teachers. 2) The above 15 years' experience teachers have higher educational media awareness compared to their counterparts.

1. INTRODUCTION

The role of science and technology has always been phenomenal in moulding the society throughout the human history. Today, modern science and advanced technology are responsible for changing the nation's economy and life styles of the people. The use of instructional Media is an essential component of teaching-learning process to realize various socio-economic, cultural and national goals. The media contribute to the efficiency as well as effective of teaching-learning process both in the case of face to face and distance education system. Information is now flowing fast to people through

Available online through - http://ijifr.com/searchjournal.aspx
www.ijifr.com
Published On: February 19, 2016

electronic media. The electronic media are known to be playing an effective role in not only in informing the people but also in influencing their thinking and shaping their attitudes. The changing society needs mass media because without it, it can't change. As mass media develop, so does the changing society; it never goes back and it only moves forward. This is true of mass media and the changing society.

According to George Watson (1998) *"Radio is not an addition to education; Radio is something to be placed on top of education. Rather, radio is education"*. Wayne coy described TV as the *"Electronic Black Board"*. It has the capacity to bring the world into classroom and classroom in to a home. This study mainly focused on electronic media such as Educational Radio, Educational Television (ETV), Mobile phones, Multimedia, The New media web, EDUSAT, e-Learning etc. Now-a-days computer and media technology in education has become the essential part of the system. In fact teacher must well aware of the potentiality of the educational media. Teaching-learning process is very much interested in introducing educational media in classroom instruction at all levels of education.

2. REVIEW OF LITERATURE

Dash (1997) reported an evaluative study of interactive television used in training primary school teachers. The result shows that the participants expressed favorable reactions towards interactions between them and the experts. Wad (1984), in his doctoral study reported that radio programmes, and though considerable useful interesting and rich in content, were used in the teaching-learning process in urban areas and less than 50 percent of the total programmes were used in rural areas. The study also reported that senior secondary school students preferred radio over TV in rural areas. Television is a strong visual medium, which has been found to be very useful in education. Portraying movements, showing visual effects, using language or required audio effects, constitute the delivery of content through TV. In case of education television, more emphasis is on learning and educational development, that's why it has been heavily used in education all over the globe Owing to the great presentational power of television, it has been used in India also, as an educational resource, assisting in the process of learning, in different manners. This study describes various educational television projects adopted in India (Vyas R.V, Sharma R.C, Ashwini Kumar 2002).

Radio has the advantage of teaching subjects in which classroom teachers are deficient or untrained. An added benefit for multi-grade classrooms is that it provides instruction for one group of students while the teacher works with another group. Radio can also bring new or unavailable resources into the classroom (Muller 1985). Built upon a foundation of learning theory, e-learning can potentially provide many important payoffs. To learners, online instruction offers the flexibility and convenience to complete learning units when and where a learner desires. Additionally, online education has been used to reduce costs and to provide an efficient, standardized way to deliver content (McDonald, 2000).

3. OBJECTIVES OF THE STUDY

I. To find out the Educational Media Awareness among the Arts and Science College Teachers.

II. To find out whether there is any significant difference in Educational Media Awareness among the Arts and Science College Teachers with respect to
   (a) Gender
   (b) Academic Stream
   (c) Age
   (d) Teaching Experience
   (e) Type of Institution.

4. HYPOTHESES OF THE STUDY

- ***Ho1:*** There is no significant difference between male and female teachers in their educational media awareness.
- ***Ho2:*** There is no significant difference between arts and science teachers in their educational media awareness.
- ***Ho3:*** There is no significant difference in educational media awareness among the teachers with respect to age.
- ***Ho4:*** There is no significant difference in educational media awareness among the teachers with respect to teaching experience.
- ***Ho5:*** There is no significant difference in educational media awareness among the teachers with respect to type of institution.

5. METHODOLOGY

(i) **Method:** Survey method was adopted to collect the relevant data for the present study.

(ii) **Sample size:** Random sampling technique was used for selecting the sample. 140 Arts and Science College teachers belonging to five different age groups constituted the sample for the study.

(iii) **Tools used:**

a) Personal data sheet developed by the Researcher.
b) Educational Media Awareness Questionnaire (2008) was constructed and standardized by the Researcher.

(iv) Reliability and Validity

The reliability of the tool was found to be 0.83 by split-half method and 0.76 in the test-retest method. The developed tool was given to the experts in the field of Education, Educational Technology and Educational Research. Suggestions given by them were incorporated and some of the items were restricted and rewarded. The finalized questionnaire was subjected to another review by the same experts. Thus face validity and content validity of questionnaire was established.

(v) Statistical Technique Used

For analyzing the data Mean, S.D,‘t’- test and one way ANOVA was used.

6. ANALYSIS AND INTERPRETATION

6.1 Educational media awareness of higher education teachers with respect to gender and academic stream

To test the Hypothesis 1 and 2 Mean, Standard deviation and‘t’-value were calculated and given in the table below:

Table 1: Mean, S.D and ‘t’ value of teachers' educational media awareness with respect to gender and academic stream

Variable	Groups	N	Mean	Std. Deviation	t-value	Level of Significance
Gender	Male	45	12.51	4.14	0.643	**NS**
	Female	95	13.01	4.35		
Academic Stream	Arts	77	11.05	3.66	6.190	**S**
	Science	63	15.05	3.95		

Form the table1, calculated‘t’ value is 0.643 less than the table value (1.96). It is found that there is no significant difference between male and female teachers in educational media awareness at 0.05 level of significance. Hence the null hypothesis *Ho1* is accepted. Form the table1, calculated‘t’ value is 6.190 greater than the table value (2.58). It is found that there is significant difference between Arts and Science teachers in their educational media awareness at 0.01 level of significant. Hence the null hypothesis *Ho2* is rejected.

6.2 Educational media awareness of higher education teachers with respect to age

To test hypotheses is 3, one way ANOVA was used. The Mean, S.D and F-value are given in the tables.

Table 2: Mean, S.D of the teachers' educational media awareness with respect to age

Age	N	Mean	Std. Deviation
21-25	11	12.36	4.13
26-30	24	12.08	3.79
31-35	25	12.00	4.74
36-40	28	13.39	4.14
Above 40 years	52	13.42	4.38

Table 3: Results of one way ANOVA for age

Sources of variation	Sum of Squares	df	Mean Square	F-value	Level of Significance
Between Groups	60.100	4	15.025	0.816	**NS**
Within Groups	2485.750	135	18.413		
Total	2545.850	139			

The F-value from the Table 3, is 0.186 is found to be not significant at 0.05 level. It indicates that there is no significant difference in educational media awareness of teachers with respect to their age. So it can be concluded that there is no significant difference in the educational media awareness of teachers with respect to age and the null hypothesis *Ho3* is accepted.

6.3 Educational media awareness of higher education teachers with respect to teaching experience

To test hypothesis 4, one way ANOVA was used. The Mean, S.D, and F-Value are given in the tables.

Table 4: Mean, S.D of teachers' educational media awareness with respect to their teaching experience

Teaching Experience	N	Mean	Std. Deviation
Up to 5	44	11.02	3.68
6 -10	32	11.47	3.75
11-15	26	13.65	3.45
Above 15 yrs	38	15.58	4.40

Table 5: Results of one way ANOVA for teaching experience

Sources of variation	Sum of Squares	df	Mean Square	F-Value	Level of Significance
Between Groups	507.756	3	169.252	11.294	**S**
Within Groups	2038.094	136	14.986		
Total	2545.850	139			

The F-value from the table 5, is found to be 11.294, it is found to be significant at 0.01 level. It indicates that there is a significant difference among the teachers educational media awareness with respect to their teaching experience. It indicates teachers with above 15 years of teaching experience (m= 15.58) have greater educational media awareness compared to other experience groups of teachers namely teachers with 11-15 years of teaching experience (m = 13.65), 6-10 years of teaching experience (m=11.47) and up to-5 years of teaching experience (m=11.02). From the table 5, the F- value (11.294) is found to be significant and hence the null hypothesis *Ho4* is rejected. The reason for above 15 years experienced teachers have greater educational media awareness is that they are attending workshops with hands-on training, in service-training, refresher and orientation courses conducted by UGC Academic Staff College, University Human Resource Development Centre etc.

6.4 Educational media awareness of higher education teachers with respect to type of institution

To test hypothesis 5, one way ANOVA was used. The Mean, S.D, and F- Value are given in the tables.

Table 6: Mean, S.D of teachers' educational media awareness with respect to type of institution

Type of Institution	N	Mean	Std. Deviation
Government	39	14.05	4.37
Govt. Aided	56	12.21	4.21
Self-Financing	45	12.60	4.15

Table 7: Results of one way ANOVA for type of institution

Sources of Variation	Sum of Squares	df	Mean Square	F-Value	Level of Significance
Between Groups	81.724	2	40.862	2.272	**NS**
Within Groups	2464.126	137	17.986		
Total	2545.850	139			

The F-value from the table 7, is found 2.272, it is found to be not significant at 0.05 levels. It indicates that there is no significant difference in the educational media awareness among the teachers with respect to type of institution. So it can be concluded there is no significant difference in educational media awareness of teachers with respect to type of institution and null hypothesis *Ho5* is accepted.

7. MAJOR FINDINGS OF THE STUDY

I. Overall analysis of educational media awareness of teachers revealed that their existing significant differences in Arts and Science and Teaching experience.

II. With regard to Academic stream Science teachers (m=15.05) have greater educational media awareness compared to Arts teachers (m =11.05).

III. The Male (m=12.51) and Female (m=13.01) teachers do not differ significantly in their educational media awareness.

IV. The teachers of 40^+ ages (m=13.39) have greater educational media awareness than their counter parts of young age 36-40 ages (m=12.00), 31-35 ages (m=12.08) and 26-30 ages (m=12.36). However the teachers age do not differ significantly in their educational media awareness.

V. It was found that the teachers with above 15 years of experience (m=15.58) have greater educational media awareness compared to their counterparts namely, up to 5 years (m=11.02) and 6-10 years (m=11.47) and 11-15 years (m=13.65) of experience teachers.

VI. With regard to type of institution, The Government college teachers (m=14.05); Government Aided college teachers (m=12.21) and self-financing college teachers (m=12.60) do not differ in their educational media awareness.

8. EDUCATIONAL IMPLICATIONS

The concept of beaming educational programmes through satellites was effectively demonstrated for the first time in India in 1975-76 through the Satellite Instructional

Television Experiment (SITE) conducted using American Application Technology Satellite (AATS). With the success of the INSAT based educational services, a need was felt to launch a satellite dedicated for educational service and ISRO conceived the EDUSAT Project in October 2002, and it was launched in September 2004. EDUSAT is the first exclusive satellite for educational sector. It is specially configured to meet the growing demand for an interactive satellite based distance education system for the country through audio-visual medium, employing direct to home (DTH) quality broadcast (Madhu Parhar,2006). IGNOU-AIR Interactive Radio Counseling started in 1998 for students of Open / Conventional Universities, this project is also very successful. In order to bridge the gap between institutions and learners.Gyan-Vani Educational FM-Radio Channel of India is recently launched (in year 2001) and again the target group is students of Open and Conventional Universities. Gyan Vani (*Gyan = Knowledge, Vani = aerial broadcasting*) Educational FM Radio Channel of India, a unique decentralized concept of extending mass media for education and empowerment, suited to the educational needs of the local community.

The effective utilization of the educational media serviced by the teachers of higher education depends largely on their awareness of the concept of educational media (ETV, Educational Radio, Multimedia, e-learning, m-learning and the new media Web). Teaching -Learning community immensely benefited by the various Educational Radio, ETV Channels and different types of programmes available throughout the country. An understanding of the higher education teachers' awareness of educational media is much essential for improving the level of awareness or creating the desired level of awareness to ensure widespread use of educational media in the higher education system. In this aspect, this study is of great importance, as its findings will throw light on the higher education teachers' educational media awareness, based on which decision with far-reaching implications can be taken to ensure effective utilization of the educational media services in India. Besides, the study will give the necessary input for the planners and designers of in-service training programmes for the professional development of higher education teachers.

9. SUGGESTIONS & RECOMMENDATIONS

- Facilities for the viewing ETV and listening to Educational Radio, Accessing web-resources must be made available in all colleges.
- The arts and science college teachers may be encouraged to produce effective educational media programmes.
- Programmes on educational radio & educational television may be popularized among the teaching learning communities through newspaper advertisement and field publicity.
- Steps must be taken to incorporate a practical component in the UGC's Orientation, refreshers course viz., watching, listening and reporting the ETV, Educational Radio programmes on the participation teachers respective subjects.

10. CONCLUSION

The role of the media is assuming increasing importance in Education for All. Television, films, Video and Radio can provide direct information and educational message to children, youth and adults and may also be used in training programmes for teachers and educators of various types in both the formal and non-formal systems. The findings of the study will be immense use to policy makers at the UGC and state agencies of Higher Education and Curriculum planners for in-service training programmes. The recommendations, if implemented would improve educational media awareness of arts and science college teachers of ultimately, it is the student community which will benefit immensely from Educational Media there will be an improvement in the teaching-learning process and after all, that is the objective of any attempt in technology-pedagogy integration.

11. REFERENCES

[1] Arul Chelvan.S and Viswanathan.D (2006). Role and Effectiveness of Electronic Media in Higher Education with special reference to Tamilnadu.*Turkish online Journal of Distance Education.* Vol.7 (4).
[2] Dash N.K (1997). Reactions of primary school teachers towards training through interactive television. *Indian Journal of Open Learning*. Vol.6 (1&2); 77-90.
[3] EMMRC, Booklet (2007). *Anna University,* Chennai-25.
[4] Krishna Sagar (2005). *ICT's and Teacher Training.* New Delhi, Authors press.
[5] Kumari Shipra (2007). *Revolution of media communication.* New Delhi, Alfa publications.
[6] Lokesh Koul (2009). *Methodology of Educational Research.* 4th Revised & Enlarged Edition,New Delhi, Vikas Publishing House Private Ltd.
[7] Madhu Parhar (2006). S*atellite in Education*. New Delhi, Shipra publications.
[8] McDonald.D(2000). Improved training methods through the use of multimedia technology. *Journal of Computer Information Systems, 40(2), 17-20.*
[9] Muller.J (1985). *Radio for Literacy. A Reader on the Use of Radio in Literacy Programmes. Bonn,* Germany: German Foundation for International Development (ERIC Document Reproduction Service No. ED 265 372), cited at All India Radio: growth and development at http://www.air.org.in
[10] Vanaja.M (2007). *Educational Technology and Computer Education.* First Edition, New Delhi, Neel Kamal Publishers Pvt. Ltd.
[11] Vyas R.V.,Sharma R.C and Ashwini Kumar (2002). Distance Education and Educational Television in India. *Turkish Online Journal of Distance Education,*Vol. 3(4).
[12] Wad.V (1984). *A study of the scope of communication media such as Radio, TV in Education at High School level in Maharashtra State".* Doctoral Dissertation, Bombay University.
[13] Zachariah,Aruna(1996).*Communication Media and Electronic Revolution.* New Delhi, Kanishka Publishers.

Webliography

[1] http://www.ignou.ac.in
[2] http://www.cec-ugc.org
[3] http://www.inflibnet.ac.in
[4] http://www.isro.gov.in